



Royall Elementary

1400 Woods Road
Florence, SC 29501

Grades	K-6 Elementary School	
Enrollment	675 Students	
Principal	Julie Smith	843-664-8167
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	At-Risk
2006	Good	Good
2005	Good	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

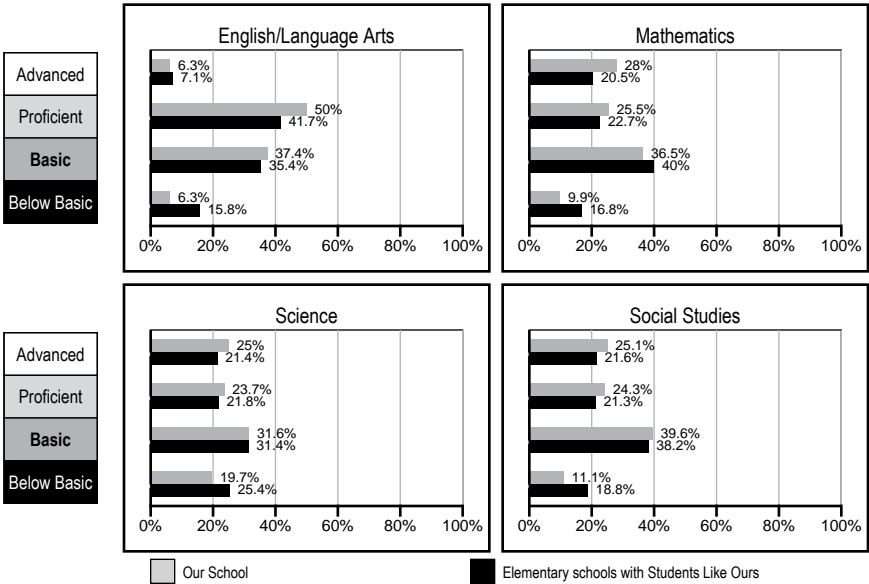
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	25	54	5	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=675)				
First graders who attended full-day kindergarten	94.8%	Down from 100.0%	100.0%	100.0%
Retention rate	3.4%	Up from 3.2%	1.8%	2.3%
Attendance rate	96.4%	Up from 96.1%	96.5%	96.3%
Eligible for gifted and talented	21.1%	Up from 19.2%	16.6%	10.4%
With disabilities other than speech	13.7%	Up from 12.7%	6.6%	7.5%
Older than usual for grade	2.4%	Down from 2.5%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	65.2%	Up from 57.8%	59.8%	56.7%
Continuing contract teachers	93.5%	Up from 84.4%	81.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.8%	Down from 92.3%	89.4%	86.4%
Teacher attendance rate	96.0%	Up from 95.9%	94.7%	94.9%
Average teacher salary	\$46,467	Up 5.9%	\$46,546	\$45,345
Professional development days/teacher	11.8 days	Up from 11.6 days	13.0 days	12.6 days
School				
Principal's years at school	0.2	Down from 23.0	5.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 16.5 to 1	19.5 to 1	18.5 to 1
Prime instructional time	92.0%	Up from 91.5%	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,542	Down 4.5%	\$6,515	\$7,052
Percent of expenditures for instruction*	70.7%	Down from 71.9%	69.5%	69.1%
Percent of expenditures for teacher salaries*	67.7%	Down from 69.5%	65.4%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Royall Elementary School has a well-deserved reputation for providing its students with an educational experience that is second to none. To continue this tradition of excellence, our faculty and staff remain committed to insuring that our school offers the very best in instructional techniques, teaching staff, educational resources, parental involvement, and learning environments.

Royall's success in achieving these goals has resulted in the following state and national recognition during the 2007-2008 school year: Absolute Rating of "Good" - SC State Department of Education; Adequate Yearly Progress Goal Met - SC State Department of Education; Closing the Achievement Gap Recognition - SC Education Oversight Committee; Reading Renaissance Master School - Renaissance Learning; and Governor's Honor Roll of Reading School - SC Governor's Office.

Royall Elementary School is regionally accredited by the Southern Association of Colleges and Schools, and is nationally accredited by the Commission of International and Trans-Regional Accreditation. Our school has a clearly defined mission that is shared by Royall's faculty and staff, our students, and our parents. Our commitment to the highest academic standards, our high expectations, and our mutual trust and respect have resulted in a learning environment that is conducive to both teaching and learning.

Royall Elementary School is fortunate to enjoy the enthusiastic support of our parents and the Florence community. Our active Association of Parents and Teachers is a valuable resource, providing time and energy to a wide variety of special projects that enhance our school's offerings.

As we prepare for the future, we will continue our emphasis on a well-balanced literacy model, expand our use of cooperative learning, utilize diagnostic test results provided by the MAP and COMPASS programs, and enhance the integration of technology into all areas of our instructional program.

Royall Elementary School is an innovative, exciting place where teachers love to teach and students love to learn. Our school motto says it best - "Royall Elementary School...A Proud Past - A Bright Future!"

Julie Smith, Principal
Meg Jiunnies, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	87	64
Percent satisfied with learning environment	100.0%	83.9%	90.6%
Percent satisfied with social and physical environment	100.0%	86.2%	82.8%
Percent satisfied with school-home relations	100.0%	89.7%	81.3%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	405	99.8	5.5	35.7	48.6	10.2	73.2	49.1	48.2	Yes	Yes
Gender											
Male	208	99.5	8.2	38.7	43.8	9.3	69.6	43.1	41.7	N/A	N/A
Female	197	100	2.7	32.6	53.5	11.2	77	55.1	55	N/A	N/A
Racial/Ethnic Group											
White	221	99.6	2.8	30	57.3	9.9	81.2	61.8	60	Yes	Yes
African American	155	100	9.1	46.2	34.3	10.5	59.4	35.7	31.7	Yes	Yes
Asian/Pacific Islander	16	100	0	30.8	46.2	23.1	92.3	80.2	70.4	I/S	I/S
Hispanic	11	100	10	20	70	0	80	53.3	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	81	98.8	10.8	36.5	29.7	23	56.8	19	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	9.1	45.5	45.5	0	72.7	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	190	100	10.2	39.5	40.7	9.6	65.5	36.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	405	100	9.2	35.3	25.7	29.8	66	43.8	45.8	Yes	Yes
Gender											
Male	208	100	9.7	31.8	24.1	34.4	66.2	44	45.6	N/A	N/A
Female	197	100	8.6	39	27.3	25.1	65.8	43.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	221	100	4.7	27.6	29.4	38.3	79.9	58.1	59	Yes	Yes
African American	155	100	16.8	49	19.6	14.7	42.7	28.9	26.9	Yes	Yes
Asian/Pacific Islander	16	100	0	15.4	30.8	53.8	92.3	79.3	71.3	I/S	I/S
Hispanic	11	100	0	40	20	40	70	44.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
Disability Status											
Disabled	81	100	14.7	41.3	14.7	29.3	48	18.4	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	0	36.4	36.4	27.3	63.6	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	190	100	12.4	46.9	23.2	17.5	50.8	30.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	253	100	18.6	30.4	22.4	28.7	51.1	33.1	35.7	96.4	95.8
Gender											
Male	135	100	15	28.3	21.3	35.4	56.7	36.6	37.4	96.3	95.6
Female	118	100	22.7	32.7	23.6	20.9	44.5	29.6	33.8	96.5	96
Racial/Ethnic Group											
White	132	100	7.9	27.6	22	42.5	64.6	47.8	49.2	96.4	95.7
African American	100	100	32.3	34.4	22.6	10.8	33.3	18.4	17	96.2	95.8
Asian/Pacific Islander	11	100	25	12.5	37.5	25	62.5	66.7	58	98.1	97.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	98	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	95.9
Disability Status											
Disabled	54	100	28.6	20.4	14.3	36.7	51	20.3	14	95.2	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	22.2	44.4	33.3	0	33.3	23.8	24.4	98.3	97.1
Socio-Economic Status											
Subsided meals	127	100	26.9	36.1	19.3	17.6	37	19.6	21.1	95.9	95.2

Social Studies

All Students	261	99.6	10.2	38	24.5	27.3	51.8	29.3	34	96.4	95.8
Gender											
Male	125	99.2	10.3	29.3	28.4	31.9	60.3	33.7	36.6	96.3	95.6
Female	136	100	10.1	45.7	20.9	23.3	44.2	24.9	31.3	96.5	96
Racial/Ethnic Group											
White	149	100	9	31	27.6	32.4	60	40.4	44.5	96.4	95.7
African American	95	99	12.6	50.6	19.5	17.2	36.8	17.1	19.1	96.2	95.8
Asian/Pacific Islander	11	100	12.5	25	12.5	50	62.5	63.4	58.9	98.1	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	98	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	95.9
Disability Status											
Disabled	49	98	17.8	26.7	17.8	37.8	55.6	16.4	14.4	95.2	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	98.3	97.1
Socio-Economic Status											
Subsided meals	112	99.1	13.7	48	23.5	14.7	38.2	17.4	21	95.9	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	102	100	3.2	26.3	53.7	16.8	70.5
	4	87	100	9.9	35.8	42	12.3	54.3
	5	102	100	4.3	43	46.2	6.5	52.7
	6	89	100	22.1	41.9	30.2	5.8	36
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	104	99	2.1	27.7	58.5	11.7	70.2
	4	107	100	4	30	54	12	66
	5	95	100	7.5	44.1	38.7	9.7	48.4
	6	99	100	8.5	41.5	42.6	7.4	50
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	102	100	9.5	42.1	20	28.4	48.4
	4	87	100	6.2	25.9	27.2	40.7	67.9
	5	102	100	9.7	36.6	22.6	31.2	53.8
	6	89	100	11.6	45.3	23.3	19.8	43
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	104	100	8.4	42.1	20	29.5	49.5
	4	107	100	5	27	32	36	68
	5	95	100	9.7	37.6	25.8	26.9	52.7
	6	99	100	13.8	35.1	24.5	26.6	51.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	54	100	22.7	52.3	18.2	6.8	25
	4	87	100	21.9	27.4	23.3	27.4	50.7
	5	54	100	28.3	43.5	10.9	17.4	28.3
	6	46	100	25.6	33.3	17.9	23.1	41
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	51	100	26.7	33.3	24.4	15.6	40
	4	107	100	18	32	18	32	50
	5	45	100	17.8	31.1	20	31.1	51.1
	6	50	100	12.8	23.4	31.9	31.9	63.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	55	100	0	42.2	35.6	22.2	57.8
	4	87	98.9	11	52.1	17.8	19.2	37
	5	51	100	13.6	31.8	15.9	38.6	54.5
	6	49	100	14.6	46.3	12.2	26.8	39
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	55	100	9.8	52.9	25.5	11.8	37.3
	4	107	100	9	33	27	31	58
	5	50	98	14.9	36.2	14.9	34	48.9
	6	49	100	8.5	34	27.7	29.8	57.4
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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